



REGION 3

Outreach Division of School Improvement

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State of the Classroom

Last week the SOTC aired on most public broadcast television stations. The broadcast is a collaboration between Indiana Department of Education, WFYI and Indiana Public Broadcasting Stations and examines the lives of students surviving in crisis and asks the critical questions: "Who is there for these children?" and "How can we all help?" Using compelling on-location footage coupled with in-depth discussions with experts in the field of youth education, the State of the Classroom seeks to provide answers. The program will be aired throughout the state during March and April. Click on the logo below to view the broadcast video.



March

2015

Hello to everyone! Welcome to the March Newsletter! As your Region 3 Coordinator, this is a place where I will send monthly communication. Each newsletter will contain an article focused on one of the IDOE Turnaround Principles as well as important dates, information and tips in one place to make it easier for you to access. When new information is released and needs to be distributed in a more timely manner, I will continue to send e-mails and important memos. In the meantime, please don't hesitate to call, text or email for anything you need. I am available to support your district or school in any way.

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In the Region...



Hoosier Prairie Elementary Pumps Up Students for ISTEP+

The ISTEP test lady visited Hoosier Prairie Elementary Friday. Her tips and tricks on how to do well on the upcoming state-wide standardized test were just the opening act, for a much bigger show. "Well, first I guess ice ice baby is my song," Erin Frazier, a teacher at Hoosier Prairie Elementary school said. Teachers at the school made a parody of the 90's hit song, "Ice Ice Baby." Changing the chorus to "We're taking ISTEP, baby! "We saw the video on Pinterest that another school had done somewhere, and we changed the words and made it fit our school," Frazier said. And the project took off from there, with teachers wanting to find a way to calm the nerves of their anxious students. "I think as teachers we're always worried for our children. We always worry about their outcomes," Bonnie Shidler, a teacher at Hoosier Prairie Elementary school said. But if the silly-string flying Friday is any indication, these students aren't worried one bit. "We've had a lot of fun getting ready for ISTEP," Frazier said.

[\(Read More\)](#)

Arlington Heights Elementary Robotics Club Teaches STEM

Students from the Arlington Heights Elementary SeaPerch Underwater Robotics club visited WTIU studios last week to film a spot for the Friday Zone. The Friday Zone episode is slated to air at 4:30 p.m. April 10 on WTIU in Bloomington. You can view the entire episode via YouTube. [\(Click Here\)](#) The group will be competing at the Regional SeaPerch competition on March 7 at North Daviess. A story about the club also appears in the February 23, 2015 issue of the Bloomington Herald Times.

The Arlington Heights afterschool club is facilitated by Mr. Brett Rice, a parent volunteer and employee at Crane. The program engages 25 students in a regular afterschool program where students learn to construct, program, and control small underwater robots. Learning these basic engineering skills in elementary school engages students in a way unlike most other programs. Students use math, learn principles of small motors, learn to solder, and work as a team in this program. Ultimately, the program aims to inspire students to pursue future education and careers in STEM (Science, Technology, Engineering, and Math) fields.

[\(Read More\)](#)



Effective Use of Data

The focus of this article for this month is [Turnaround Principle 6 –Effective Use of Data](#). Turnaround Principles are not only used as a strategic system to support schools that may be struggling, but more importantly the eight principles are indicators for high performing schools. When discussing [Turnaround Principle 6](#) using data effectively can positively impact student achievement. A cyclical process of reviewing data creates data driven dialogue with instructionally relevant questions that help determine the principles of learning, response to intervention, curriculum, instruction, and assessment.

Data for Climate and Culture

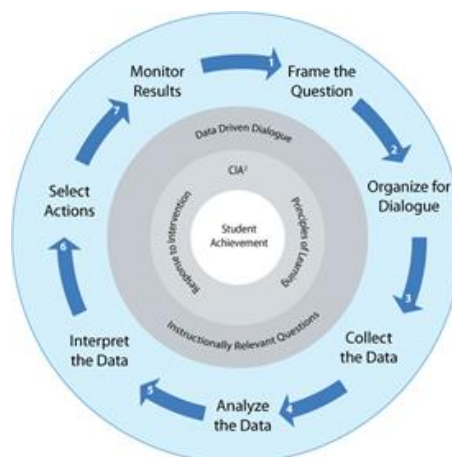
Collecting and analyzing multiple points of data surrounding the school's climate and culture can illuminate additional opportunities for improvement. Schools can review attendance, tardies, behavior/discipline, and survey data during this process. Monitoring school attendance and tardies can have an effect on student achievement. Students are not able to learn if they are not in school. It is essential that schools proactively begin to identify students with attendance issues and work with the student and family to reduce the barriers preventing the student from being at school each day and on time. It is also an effective practice to review behavior data and set up interventions for the most frequently referred and/or suspended students with the goal in mind of reducing their time out of the classroom where a student learns best. Trends in behavior data may reveal the need for support for the staff in professional development in the area of behavior management. Survey data from all stakeholder groups should also be used to monitor the climate and culture. Use the data from the surveys to develop a plan for improvement with the school leadership team and community representatives.

Data for Student Achievement

For sustained school improvement it is essential that all staff members are familiar with student data and use it to drive instructional decisions. Staff should have easy access to the data management system. When embedded into the culture of the school, this system should allow for a systematic collection and analysis of a range of student data. Teachers should effectively utilize the data regularly to determine instructional strategies, student groupings, and targeted interventions. By setting up clear and effective protocols that guide the use of data, staff members will know how to review disaggregated data to track and monitor the progress of all students. This will help in monitoring the implementation of strategies and striving to meet the goals established in the School Improvement Plan.

Analysis Process

An established specific schedule, process, and protocol for analyzing on-going formative assessment data are extremely important to ensure improvement. Collaboration time with an expectation of analyzing formative assessment data during this time should be embedded into a school's schedule. The principal should have a way to monitor the effectiveness of this collaboration time. The outcome of the collaboration is a developed plan of how the areas of weaknesses will be addressed in instruction and lesson planning. All if these data sources should also direct professional development opportunities towards instructional needs rather than teacher interest, ensuring that the professional development is geared toward the School Improvement Goals versus being disconnected and random. During daily, frequent walk-throughs, principals should be focused on verifying that agreed upon practices and improvements are implemented with quality. Teachers should understand that principals will be verifying the implementation of professional development initiatives in their teaching.



Three Month Technology Challenge



- ♦ **What:** Building Administrators/Curriculum Directors
- ♦ **What:** 10 highly engaging uses of technology in the classroom will be highlighted in the Region 3 Newsletter the next three months.
- ♦ **How:** Quick PD shared/modelled during staff meetings and/or PLC's.
- ♦ **Why:** Increased student engagement positively impacts student learning.

10 of the Most Engaging Uses of Instructional Technology by Kelly Walsh

Are you looking for ways to integration technology in your lesson plans and courses that provide for an engaging experience for you and your students? Fans of instructional technology know that it can be fun and inviting, and engaged students are far more likely to be learning. I believe that if you can get students involved and motivated effectively enough, you can improve their learning habits over the long term. With that in mind, here are 10 highly engaging uses of technology in the classroom, along with dozens of tools and resources for implementation. Most of these involve free web based tools, so that's an added bonus!

Interactive Collaboration

The 2014 Gates Foundation report, [Teachers Know Best: What Educators Want from Digital Instructional Tools](#), indicates that teachers want tools "supporting student collaboration and providing interactive experiences". These types of tools are fun and engaging, and they support 21st century skills like collaboration, communication, and creativity. Learning this compelled me to write the article, "[20 Fun Free Tools for Interactive Classroom Collaboration](#)", which has been in the top 10 most popular posts on the site since I published it in May. We followed that in July with "[5 More Cool Tools to Take Classroom Collaboration to a New Level](#)", another popular post. So there you have over two dozen fun free interactive collaboration tools to consider using in your classes this year!

Gathering Feedback

The potential to gather structured feedback in moments is a powerful aid to instruction, and thanks to proliferation of Internet enabled devices, it's never been easier. Hi-tech or lo-tech, it's easy to gather student input and feedback in today's classrooms. Here's a number of tools and techniques for doing so:

- * **Surveys/Polls** (using any Internet enabled device): When you use web based survey and polling tools, users can often participate from any web-enabled device. [SurveyMonkey](#) is a popular web based survey tool that provides for a small survey at no cost. [Doodle](#) and [PollDaddy](#) are two other alternatives with more functionality for free.
- * **Clickers:** Also known as Student Response Systems, these devices make it really easy to gather student feedback. [Click here](#) to read a story about a contest winner we had on the site back in 2010 who used Clickers to help improve FCAT scores.
- * **Plickers:** This is a relatively lo-tech, and highly affordable alternative to clickers that does not require students to have an electronic devices! Learn more [here](#).
- * **More advanced, education-specific tools:** Apps like [Socrative](#) are great examples of the maturing tool set available to educators.
- * **Twitter!** Twitter is a unique, fun way to gather feedback when students have a way to tweet. Create a unique hashtag and have students use it in their tweets, to create a custom stream of student tweets. [In this article](#), a College of Westchester teacher explains how Twitter helped engage her students in the course material.

Embedding Questions in Videos

Today's students consume video like drinking water. As today's teachers leverage this fact by using video for instructional purposes more than ever, free tools that enable educators to embed questions are powerful aid. When students are asked to consume video content outside of class, how can you help to ensure that they are really engaging with the content? Here's an excellent approach.

- * **EduCanon:** I recently created [this '3 Minute Teaching with Technology' Tutorial Video](#) showing how easy it is to use EduCanon to do this.
- * **EdPuzzle** ([edpuzzle.com](#)): I haven't tried this one yet, but I heard about it at FlipCon14, and people seem to really like it!
- * **Ed.ted.com:** This is a different approach – one that allows for the building of a quiz and other interactive content after the video is viewed.

K Walsh. (2014, September 7). *10 of the Most Engaging Uses of Instructional Technology*. Retrieved from <http://goo.gl/iUXwKP>

Focus-Targeted School Designations

According to Indiana's approved Elementary and Secondary Education Act Flexibility Waiver, each school and Local Educational Agency (LEA) must demonstrate adequate annual progress on each measurable objective for each metric (i.e., Annual State Assessment Proficiency, Annual College and Career Readiness (CCR) Readiness Rate, and Annual Graduation Goal). Title I schools that do not meet expectations for particular subgroups will be identified as Focus-Targeted schools. Schools are receiving Focus-Targeted distinctions for 2013-2014 data at this time. With this data, these schools have earned an A, B, or C, but have not met Annual Measurable Objective (AMO) proficiency goals in the traditional ESEA subgroups (i.e., Ethnicity, Special Education, Limited English Proficiency, and Free/Reduced Lunch). All AMO requirements can be found on pages 180-192 of Indiana's ESEA Flexibility Waiver: <http://www.doe.in.gov/esea>. Your corporation may have already implemented some changes in these subgroups if so please describe what changes have been implemented for that subgroup. To access the Focus-Targeted School Designation List and check to see if schools in your district are Focus-Targeted, please use the following link: <http://www.doe.in.gov/titlei/focus--targeted> Additional school data regarding subgroups can be found here: <http://compass.doe.in.gov/dashboard/overview.aspx>

When a school is identified as Focus-Targeted, action is required. The Local Educational Agency (LEA) is required to do the following:

- * Ensure submission of school improvement plans annually to the IDOE for review and approval that includes interventions for the missed AMOs.
- * Send home notification to parents of students attending Focus-Targeted Schools indicating that the school did not meet expectations for the identified subgroups.
- * Modify relevant federal grant application (e.g. Title II, or Title III) to include specific intervention strategies for this subgroup.
- * Provide specific interventions or technical assistance opportunities if the Focus-Targeted designation is triggered by either the English Learners or Special Education subgroups (**see memo**).

Food and Nutrition Service

FNS national office has created some terrific short videos on the USDA Summer Food Service Program. The videos, now posted on YouTube, were done in partnership with several Northeast Region summer meals sponsors. One video, "Why We Serve Summer Meals" gives a general overview of the program; the other three focus on a particular best practice. They may be useful in meetings and presentations about the SFSP. Here are the individual links:

- * **Cops N Kids and Summer Meals** - <https://www.youtube.com/watch?v=-TXQ1zIZ0k4>
- * **Food Truck & Serving Adults with Summer Meals** - https://www.youtube.com/watch?v=ctqzZn_LQm4
- * **Getting Teens Involved with Summer Meals** - <https://www.youtube.com/watch?v=5A5KOqsVels>
- * **Why We Serve Summer Meals** - https://www.youtube.com/watch?v=U_93W0U3E8U

The videos are also saved into a "Summer Meals Shorts" playlist, so you can send all of them out at once at this link: <https://www.youtube.com/playlist?list=PLBccton6gOdp0d5Ydlil3TtRcSDtCdmzH>

Indiana Association for Child Care Resource and Referral

Indiana Association for Child Care Resource and Referral (IACCRR) announces the **Child Care Search** button, a free service that directs users to www.childcareindiana.org and allows your school to partner with the IACCRR and local Child Care Resource and Referral Agencies to help families find high quality child care and out-of-school time options. Adding the Child Care Search button to your school website is easy and FREE! For more information, visit www.iaccrr.org and click on "Link to Us."



For questions, contact the Indiana Association for Child Care Resource and Referral at datahelp@iaccrr.org.

ISTEP+ Spring 2015 Update

As you know, there have been many changes regarding the Spring 2015 ISTEP+ administration. Please carefully review the following details and please contact the Office of Student Assessment if you need assistance by calling 317-232-9050 (Toll Free: 888-544-7837) or via email istep@doe.in.gov.

Timing Tables

As a result of the reduction in testing time, updated ISTEP+ timing tables have been created. A parent version of the timing tables has been posted on the IDOE website, and an educator version (including the number of items per session) is being sent to Corporation Test Coordinators (CTCs) for dissemination throughout your corporation/school.

Test Form Designation and Comparability

During the Part 1 portion of ISTEP+, schools will administer items representing either “Form 1” or “Form 2,” as outlined in the guidance disseminated to CTCs. The list of schools and form assignments may be accessed by following the directions below:

- * Go to www.ctb.com/istep
- * Click on Assessment Program Information
- * Click on ISTEP+ Spring 2015
- * Click on the ISTEP+ Part 1 – ELA, Math Form Assignments link to view the PDF

With regard to students taking two different Part 1 versions of the test, the test forms are equated—meaning they are measuring the same standards and are on the same score scale— so the forms yield comparable results. Comparability is critical to the use of ISTEP+ results for school accountability and educator effectiveness.

Social Studies Assessment

Administration of the Spring 2015 ISTEP+ Part 2 Social Studies assessment is optional. (The ISTEP+ Part 1 Social Studies Assessment and Book II Social Studies Pilot tests will not be administered.) The decision to administer the ISTEP+ Part 2 Social Studies Assessment is made locally by the corporation for implementation at each individual school. A survey will be disseminated this week via the CTC ListServ. The purpose of the survey is for school corporations/charter schools/ accredited nonpublic schools choosing to administer the Spring 2015 ISTEP+ Part 2 Social Studies Assessment to indicate the decision to test. Only those sites choosing to administer the Social Studies test are required to respond to the survey. Survey responses are due by Friday, March 6, 2015.

Acuity Social Studies Assessment

Due to the changes in ISTEP+ testing, the Social Studies Acuity assessments listed below are now optional—implementation of these Social Studies assessments is a local decision.

- * Social Studies Predictive C
- * Social Studies Diagnostic 3
- * Social Studies Diagnostic 4

Ethical Testing Practices/Testing Security

It is important to ensure that staff clearly understand ALL test items are secure and are not to be discussed unless and until released publicly by the IDOE. In the event of a testing irregularity, such as the administration of a session not assigned to the school, CTCs will use the Testing Irregularity Report form to notify the IDOE. Be sure to remind staff of the specific ISTEP+ Part 1 test sessions to administer this spring based on form assignments.

ISTEP+ and Parents

Thank you to those of you that have shared with us the various types of communications you have been receiving from families regarding their frustrations with ISTEP and desires to “opt out.” We are trying to provide everything we can from the Department level for your use at the local level to communicate the importance of student involvement in ISTEP+.

To that end, we have an upcoming parent video communication, that includes talking points regarding ISTEP+ and the importance of participation. We have also updated the Parent FAQ, with stronger language in the question regarding, “Why should my child take the test?” ([attached here](#)) Please remind families, that the greatest reason for participation is they should want to know how their child will perform. This is a test over new standards and in a new and more rigorous college and career ready approach to measuring academic achievement.

Assessment Calendar 2014-2015

January 22– April1– ACCUPLACER

January 26– March 6– National Assessment of Educational Progress (NAEP) Grades 4, 8, &12–

Online or Paper/Pencil Math, Reading, and Science

February 9– March 6– ECAs (Late Winter)

February 25– March 13– ISTEP+ Part 1– Paper/pencil (Applied Skills)

March 1– April 30– ISTAR (Science and Social Studies)

March 2– March 20– ISTEP+ Part 1– Online (Applied Skills)

March 12– March18– IREAD3 (Spring)

March 30– May 29 6– National Assessment of Educational Progress (NAEP) Grades 4, 8, &12–

Paper/Pencil Trends in International Mathematics and Science Study (TIMSS)

March 30– May 15– NCSC Assessment (English/Language Arts and Mathematics)

April 20– June 3– ECAs (Spring)

April 27– May 8– ISTEP+ Part 2– Paper/pencil (Pre-approval required) (Multiple-Choice & Technology-Enhanced Items)

April 27– May 15– ISTEP+ Part 2– Online (Multiple-Choice & Technology-Enhanced Items)

June 1– July 24– IREAD3 (Summer)- Online

June 8- July 24– IREAD3 (Summer) Paper/pencil (as needed)

June 18– July 30– ECAs (Summer)

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IMAGINING THE POSSIBILITIES. MAKING THEM HAPPEN.

Please don't hesitate to contact me. I am available to support your district or school in any way.

Please pass this newsletter on to your principals, teachers, and other school/district personnel that would benefit from the information it provides.

I am continually adding individuals that would like to be added to the newsletter email so that they can receive it directly. If you are one of those individuals please email me to request that your name is added to the list of recipients.

The following page contains many Professional Development opportunities offered through the West Central Education Service Center. Please visit [**WCIESC**](#) to view the quality sessions they have available.

They are always looking to add to their agenda and PD calendar. Please let them know of the needs of your district and school.

Professional Development Opportunities & Resources

West Central Indiana Education Service Center

Mar. 12, 2015 **Does your school want to be a STEM Certified School? (Register)**

The West Central IN ESC has paired with the Great Lakes Comprehensive Center, American Institute for Research and the Indiana Department of Education to get you on the road to STEM Certification. Jeremy Eltz – STEM Specialist and Bill Reed – Secondary Math Specialist will discuss the requirements and the process of becoming a STEM Certified School.

Apr. 7, 2015 **Grading for Learning: A Look Into Standards Based Grading (Register)**

This workshop is for teachers and school leaders who believe that grades should communicate what students are actually learning. If you want to make grades more meaningful and useful to students, parents, and teachers, you are encouraged to attend.

The morning session will include conversations about:

- * The purpose of grades
- * The good, bad, and ugly of current grading practices (averaging, zeroes, participation grades, and more)
- * Clarifying what standards based grading means
- * Discussion of the benefits of standards based grading
- * Making decisions on implementation
- * Making it work while still using traditional grade books/report cards

Apr. 10, 2015 **Helping Students Develop Argumentation Writing Skills: ELA 6-12 (Register)**

This one-day session is intended for ELA teachers 6-12 and other school personnel interested in integrating argumentative writing into classroom instruction.

Participants will develop an understanding of the following:

- * Specific types of argumentative writing contained within the new College and Career Ready Standards
- * Differences between persuasive and argumentative writing
- * Terminology related to argumentative writing
- * Steps in writing an argument
- * Real-world applications of argumentative writing
- * Methods of minimizing the paper load and grading
- * Implications for future assessments

Other Opportunities



MagnifyLearning

MagnifyLearning

Project Based Learning (PBL) is a teaching strategy that engages students in their own learning through inquiry and hands-on expression, resulting in academic achievement and personal skills development. Since 2009, PBL training has been provided to more than 2,200 Indiana K-16 educators by three not-for-profit initiatives focused on improving student success. The PBL Institute, PBL Academy and the Talent Initiative have now partnered to create one Indiana source for professional development and ongoing support in PBL.

June 8th - 11th **PBL Academy** Columbus, IN ([Click to Register](#))

June 15th - 18th **PBL Northern Workshop** Plymouth, IN ([Click to Register](#))

June 22nd - 25th **PBL Institute** Indianapolis, IN ([Click to Register](#))

The **MagnifyLearning** 4-day professional development program will provide educators with tools to improve student achievement through rigorous, authentic projects done with community partners that address academic standards and lead to deeper learning.

Smekens

Featuring an ever-growing library of seminar-style professional development videos, webPD is a convenient and cost-effective source of training on today's most relevant reading and writing topics for K-12 teachers. Led by Smekens literacy consultants, each pre-recorded video seminar lasts between 30-60 minutes and delivers classroom tested strategies in an entertaining and fast-paced format. As participants view each video, they are encouraged to take notes on the downloadable handout and collaborate with colleagues during built-in "turn and talk" segments and self-guided post video discussions.

A powerful online tool, webPD by Smekens Education allows literacy leaders to purchase short-term video subscriptions on the topics that best address their school's professional development goals.

